MODULE 2 ASSESSMENT

NAME | CLASS



VOCABULARY

For questions 1-5, choose the correct answer (A, B, C or D).

1 Entrepreneurs who plan carefully are more likely to make a success of any business ... they embark upon.

○ **A** errands ○ **B** pursuits ○ **C** escapades ○ **D** ventures

2 Anyone may have a six-month extension for writing up their thesis; ..., however, you must make a formal request for more time.

○ **A** in view of that ○ **B** beyond that ○ **C** given that ○ **D** in spite of that

3 I have to ... it to William; he put in the hard work and got results.

○ **A** hand ○ **B** present ○ **C** give ○ **D** applaud

4 Although the chemist's initial experiment failed, she ... upon a strong new material in the process.

○ **A** tripped ○ **B** fell ○ **C** broke ○ **D** stumbled

5 Lawrence suggested ... ourselves at the beginning of the long project in order to avoid exhaustion.

○ **A** pacing ○ **B** rushing ○ **C** plodding ○ **D** racing

Choose the odd one out.

1 The CEO **brims** **oozes** **radiates** **exudes** confidence when he meets with clients.

2 The reporter was given his **walking papers** **notice** **dismissal** **marching orders** after he was caught plagiarising another writer.

3 A business degree is **requisite** **mandatory** **indispensable** **obligatory** for this position.

4 The management are pleased with the prototype and think it's a **prosperous** **profitable** **bankable** **lucrative** idea.

Choose the correct form.

1 In Andrew's company women **constitute** **compose** **facilitate** **cultivate** a large percentage of the senior management structure.

2 Meeting the tight deadline for the project is going to take lots of hard work and **dedication** **devotion** **satisfaction** **retention**.

3 Vicky called Mr Richards in order to **slip** **pick** **rack** **scoff** his brains over the particulars of the contract agreement.

4 Julie is a very friendly employee with a smile that **oozes** **radiates** **fosters** **boosts** happiness and positivity.

LIVEWORKSHEETS

GRAMMAR

Choose the correct item.

1 According to the most current estimates, the demand for healthcare workers ... in the coming decades.

○ **A** will increase ○ **B** is increasing ○ **C** would increase ○ **D** would be increased

2 Were they to offer me a full scholarship, ... continue my studies at this university.

○ **A** I'll certainly ○ **B** certainly ○ **C** I'd certainly ○ **D** I'm going to certainly

3 Pat likes to imagine what ... to be a top fashion designer at London Fashion Week.

○ **A** would it be like ○ **B** will it be like ○ **C** it will like ○ **D** it would be like

4 ... we started using the new software yesterday that we realised quite how complicated it was.

○ **A** Only when ○ **B** It was not when ○ **C** It was only when ○ **D** It was not only when

5 It wasn't until he walked into the office this morning ... the meeting.

○ **A** that he remembered ○ **B** when he remembered ○ **C** he remembered ○ **D** that did he remember

6 ... 8 am, the gates of the building won't be unlocked.

○ **A** It's until ○ **B** It isn't until ○ **C** Not until ○ **D** Until

7 It's only when we receive the completed report next week ... how much work still needs to be done.

○ **A** that we'll know ○ **B** we won't have known ○ **C** that we haven't known ○ **D** will we know

Choose the correct option.

1 A colleague dared me **to try** / **try** / **to have tried** / **having tried** the new online personality test.

2 It is my pleasure **to be met** / **to have been met** / **to have met** / **to meet** you.

3 Do you object to **my being made** / **my making** / **me make** / **my having been made** the announcement today?

4 Mrs Jones is just **about to leave** / **due to leave** / **bound to leave** / **sure to leave** for her meeting.

Choose the correct answer.

I dread ..... just how difficult this new project at work will be.

A to imagine
B imagining
C to have imagined
D to be imagining

Ian's best friend left for university yesterday, so I suspect he ..... quite lonely right now.

A will feel
B will have felt
C will be feeling
D will have been feeling

Julie ..... accepting the job offer in London when she got a promotion from her current employer.

A was going to
B was on the point of
C was due to
D was to

I will have handed in my essay ..... .

A till tomorrow
B until tomorrow
C by tomorrow
D the day after tomorrow

LIVEWORKSHEETS

READING

Seven sentences have been removed from the text. Your task is to insert the correct sentence (A–J) into each gap (1–7). Three sentences are distractors and you don't need to use them.

LIFTING HIGHER EDUCATION TO LOFTIER HEIGHTS?

Academic John Brennan asks whether universities should leave on-the-job training to employers.

There is a lot of emphasis nowadays placed on the need for universities and business groups to get graduates "work ready" through vocational workplace training. This is to be welcomed but it is also to be questioned – about what it should mean in practice and how it should be applied. The concept is nothing new. I remember some years back being at a meeting about higher education and employment, attended by a number of employer representatives. (1) _____.

Rather than being concerned with how recruits would fit into existing organisational arrangements and master existing ways of doing things, here was an employer who expected graduates to change existing arrangements and ways of working. (2) _____.

The very point of hiring graduates was that he hoped to get people who would themselves be able to work out what was required and be capable of delivering it and a bold new future.
Of course, starting any job requires some work-specific knowledge and capability and when recruiting staff, graduate or non-graduate, employers have a responsibility to provide suitable induction and training. (3) _____. This is preparation for work in the long term, in different jobs and, quite possibly, in different sectors. (4) _____.

Current initiatives set out a perfectly reasonable set of objectives for the ways in which higher education can help prepare students for their working lives. But much will depend on the interpretation and on recognising who – higher education or employer – is best equipped to contribute what.

In the rush to focus on "vocational training to improve graduate employability" academics need to remember that all higher education is vocational in the sense that it can help shape a graduate's capacity to succeed in the workplace. In this way higher education is about life skills, not just job skills. (5) _____. The book's title intentionally conveyed the message that even vocational degree courses were about more than training for a job. (6) _____.

Degree courses in subjects such as history and sociology are preparations for employment as much as vocational degrees such as business and engineering. But the job details will not be known at the time of study. Indeed, they may not be known until several years later. (7) _____.

The latter competences are not unimportant but the graduate's employer is generally much better equipped than a university to ensure that the graduate acquires them. Work experience alongside or as part of study can also help a lot. Higher education is for the long term. Universities, employers and students should realise that.

LIVEWORKSHEETS

READING

Sentences:

A. I recall one employer remarking that of the many thousands of graduates he had hired, what he really wanted was for each of them to have transformed the job by the time they left.

B. He openly admitted that he could not predict what sorts of abilities would be essential even a few years into the future.

C. Yet such forward-looking expectations rarely form part of discussions about employability today.

D. Higher education's responsibilities are different from those of employers.

E. It was based on a project we had just completed examining the aims of degree courses in fields such as accountancy, business, and engineering.

F. Preparation of this kind cannot be confined to the first weeks of an employee's professional life.

G. The challenge for universities is to balance academic credibility with practical relevance.

H. There were assumptions about critical thinking, adaptability, and the capacity to initiate change.

I. For this reason, the relevance of higher education will often lie in the development of transferable capabilities rather than job-specific skills.

J. Many commentators mistakenly assume that universities should be the primary providers of every type of skill a modern workplace might demand.



LIVEWORKSHEETS

LISTENING

You will hear two different extracts. For questions 1-4, choose the answer (A, B or C) which fits best according to what you hear.

Extract One
You will hear two people talking about students taking a gap year.

1 What aspect of a gap year do they agree on?

- ○ **A** the direction a student's studies can take
- ○ **B** how students' learning abilities are affected
- ○ **C** the renewed enthusiasm felt by the students

2 What is the man doing when he talks about graduates getting on the corporate ladder?

- ○ **A** admitting that they are in a difficult situation
- ○ **B** explaining how they can get onto the first step
- ○ **C** suggesting ways to help them get into work

Extract Two
You will hear a local councillor addressing a crowd at a factory opening.

3 The speaker feels the community survived because

- ○ **A** they went through the rough times together.
- ○ **B** they all suffered in the same way.
- ○ **C** they have been through worse times.

4 The speaker contrasts the community with an accident victim in order to

- ○ **A** highlight the pain they have experienced.
- ○ **B** question the treatment they received.
- ○ **C** emphasise the resilience of the area.



LIVEWORKSHEETS